



## STERLING SCHOOL

99 John McCarroll Blvd  
Greenville, South Carolina

<b>Grades</b>	PK-8 Middle School	
<b>Enrollment</b>	609 Students	
<b>Principal</b>	David M. Johnstone	864-355-4480
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Excellent
2008	Excellent	Good
2007	N/A	N/A
2006	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

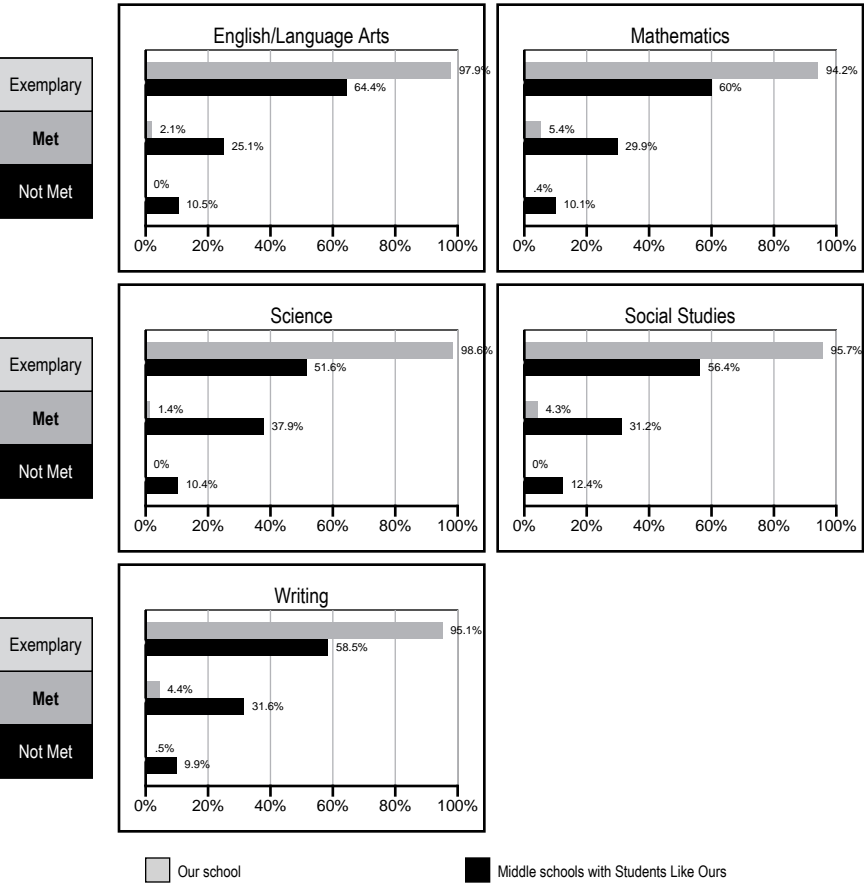
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
11	0	0	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	99.5%
English 1	100.0%	99.4%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	99.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=609)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	100.0%	No Change	53.3%	24.2%
Retention rate	0.5%	Up from 0.2%	0.2%	0.7%
Attendance rate	97.3%	Down from 97.5%	96.7%	95.9%
Eligible for gifted and talented	88.5%	Down from 100.0%	39.5%	16.4%
With disabilities other than speech	2.7%	Up from 1.5%	6.7%	12.0%
Older than usual for grade	0.0%	No Change	0.5%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.3%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	59.0%	Down from 63.2%	60.9%	58.5%
Continuing contract teachers	74.4%	Up from 68.4%	84.1%	80.0%
Teachers with emergency or provisional certificates	2.9%	No Change	2.9%	4.0%
Teachers returning from previous year	90.4%	N/A	90.4%	84.6%
Teacher attendance rate	96.9%	Up from 96.0%	94.1%	95.4%
Average teacher salary*	\$47,432	Up 0.1%	\$48,632	\$46,561
Professional development days/teacher	5.7 days	Down from 9.3 days	7.8 days	10.2 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 17.0 to 1	22.2 to 1	21.1 to 1
Prime instructional time	94.1%	Up from 92.9%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	99.6%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$7,364	Down 2.2%	\$6,403	\$7,802
Percent of expenditures for instruction**	63.4%	Down from 66.7%	65.7%	63.8%
Percent of expenditures for teacher salaries**	60.9%	Up from 55.8%	64.3%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

On behalf of the Sterling School Improvement Council, I am proud to offer a glimpse of the exciting school that your child has the opportunity to experience each day. Sterling is an exceptional place that offers two unique and distinct programs, as well as leadership initiatives and extracurricular experiences for development. SIC has worked closely with the administration and faculty to ensure the best educational experience possible. The council monitors and helps develop the strategic plan for Sterling, continuing to push our school to move forward and strive for ongoing success. We work closely with the principal to make decisions that encourage and improve the education of our students. We have five subcommittees that assess and focus on areas of improvement.

The CTC Gifted and Sterling Elementary Committees follow the curriculum and direction of our two academic programs.

The Leadership Committee continues to strengthen our leadership initiative.

The Grounds Committee has been instrumental in the development of our new garden and outdoor classroom.

The Community Partnership Committee continues to nurture and encourage community connections.

Our committed staff and faculty, in addition to our dedicated parents, create an exciting learning environment for our students. We thank you for your support and ask for your continued involvement to make Sterling School a legacy for years to come.

SIC Chair  
Beth Baumgarten

Principal  
David Johnstone

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	50	78
Percent satisfied with learning environment	93.9%	92.0%	89.6%
Percent satisfied with social and physical environment	97.0%	96.0%	97.4%
Percent satisfied with school-home relations	96.8%	98.0%	83.1%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress YES

This school met 9 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	463	100	0.9	2.9	96.3	99.8	84.7	83.5	Yes	Yes
<b>Gender</b>										
Male	248	100	0.8	3.3	95.9	99.6	81.3	80.1	N/A	N/A
Female	215	100	1	2.4	96.7	100	88.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	408	100	0.2	2.2	97.5	100	90	89.6	Yes	Yes
African American	24	100	13	17.4	69.6	95.7	73.4	74.6	I/S	I/S
Asian/Pacific Islander	27	100	N/A	N/A	N/A	100	94.3	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	13.3	6.7	80	100	53.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	37	100	2.9	11.4	85.7	97.1	76.1	76.9	I/S	I/S

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	463	100	2.9	6.6	90.5	98.5	82	80.4	Yes	Yes
<b>Gender</b>										
Male	248	100	2	5.3	92.7	98.8	80.5	78.4	N/A	N/A
Female	215	100	3.8	8.1	88.1	98.1	83.5	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	408	100	1	6.2	92.8	99.8	87.7	87.8	Yes	Yes
African American	24	100	39.1	17.4	43.5	73.9	68.4	69.3	I/S	I/S
Asian/Pacific Islander	27	100	N/A	N/A	N/A	100	94.9	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	15	100	N/A	N/A	N/A	73.3	46.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	79.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	37	100	20	11.4	68.6	91.4	72.9	72.8	I/S	I/S

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	307	100	1.7	9.3	89	98.3	70.6	67.3
<b>Gender</b>								
Male	166	100	1.2	7.3	91.5	98.8	70.1	66.9
Female	141	100	2.2	11.7	86.1	97.8	71.1	67.7
<b>Racial/Ethnic Group</b>								
White	269	100	0.4	8	91.6	99.6	80.2	79.6
African American	15	100	26.7	40	33.3	73.3	50.4	49.7
Asian/Pacific Islander	20	100	N/A	N/A	N/A	100	86.4	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
<b>Disability Status</b>								
Disabled	7	I/S	I/S	I/S	I/S	I/S	33.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	60.6	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	24	100	12.5	25	62.5	87.5	57.1	55.4

<b>Social Studies</b>								
All Students	306	100	0.7	5.6	93.7	99.3	73.2	70.9
<b>Gender</b>								
Male	170	100	0.6	3.6	95.8	99.4	72.8	70.1
Female	136	100	0.7	8.2	91	99.3	73.7	71.7
<b>Racial/Ethnic Group</b>								
White	277	100	0.4	5.5	94.2	99.6	79.8	79.2
African American	12	100	9.1	18.2	72.7	90.9	57.9	58.4
Asian/Pacific Islander	15	100	N/A	N/A	N/A	100	86.9	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
<b>Disability Status</b>								
Disabled	12	100	N/A	N/A	N/A	100	40	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	68
<b>Socio-Economic Status</b>								
Subsidized meals	22	100	5	25	70	95	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	463	99.6	1.5	3.5	94.9	98.5	74	72.1	97.3	96.2
Gender										
Male	248	100	1.6	4.1	94.3	98.4	67.2	65.2	97.4	96.2
Female	215	99.1	1.4	2.9	95.7	98.6	81.1	79.2	97.3	96.3
Racial/Ethnic Group										
White	408	99.5	0.5	2.3	97.2	99.5	81.6	80.8	97.4	96.1
African American	24	100	21.7	30.4	47.8	78.3	58.6	59.7	96.3	96.2
Asian/Pacific Islander	27	100	N/AV	N/AV	N/AV	100	88.8	87	98.4	97.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.1	64.6	95.5	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	99.9	94.8
Disability Status										
Disabled	18	100	16.7	22.2	61.1	83.3	29.5	27.7	96.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	62.9	63.7	99.2	97
Socio-Economic Status										
Subsidized meals	37	97.3	5.9	23.5	70.6	94.1	61.1	61.9	95.9	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	75	100	N/AV	N/AV	N/AV	100
	4	74	100	N/AV	N/AV	N/AV	100
	5	74	100	N/AV	N/AV	N/AV	100
	6	75	98.7	N/AV	N/AV	N/AV	100
	7	70	100	N/AV	N/AV	N/AV	100
	8	55	100	N/AV	N/AV	N/AV	100
2010	3	105	100	3.9	3.9	92.2	96.1
	4	75	100	N/A	N/A	N/A	100
	5	75	100	N/A	N/A	N/A	100
	6	71	100	N/A	N/A	N/A	100
	7	75	100	N/A	N/A	N/A	100
	8	62	100	N/A	N/A	N/A	100
Mathematics							
2009	3	75	100	N/AV	N/AV	N/AV	100
	4	74	100	N/AV	N/AV	N/AV	100
	5	74	100	N/AV	N/AV	N/AV	100
	6	75	98.7	N/AV	N/AV	N/AV	100
	7	70	100	N/AV	N/AV	N/AV	100
	8	55	100	N/AV	N/AV	N/AV	100
2010	3	105	100	12.7	11.8	75.5	87.3
	4	75	100	N/A	N/A	N/A	100
	5	75	100	N/A	N/A	N/A	100
	6	71	100	N/A	N/A	N/A	100
	7	75	100	N/A	N/A	N/A	100
	8	62	100	N/A	N/A	N/A	100
Science							
2009	3	38	100	N/AV	N/AV	N/AV	100
	4	74	100	N/AV	N/AV	N/AV	100
	5	37	100	N/AV	N/AV	N/AV	100
	6	36	100	N/AV	N/AV	N/AV	100
	7	70	100	N/AV	N/AV	N/AV	100
	8	27	100	N/AV	N/AV	N/AV	100
2010	3	53	100	9.8	17.6	72.5	90.2
	4	75	100	N/A	N/A	N/A	100
	5	37	100	N/A	N/A	N/A	100
	6	36	100	N/A	N/A	N/A	100
	7	75	100	N/A	N/A	N/A	100
	8	31	100	N/A	N/A	N/A	100

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	37	100	N/AV	N/AV	N/AV	100
	4	74	100	N/AV	N/AV	N/AV	100
	5	37	100	N/AV	N/AV	N/AV	100
	6	38	100	N/AV	N/AV	N/AV	100
	7	70	100	N/AV	N/AV	N/AV	100
	8	28	100	N/AV	N/AV	N/AV	100
2010	3	52	100	3.9	13.7	82.4	96.1
	4	75	100	N/A	N/A	N/A	100
	5	38	100	N/A	N/A	N/A	100
	6	35	100	N/A	N/A	N/A	100
	7	75	100	N/A	N/A	N/A	100
	8	31	100	N/A	N/A	N/A	100
Writing							
2009	3	75	98.7	N/AV	N/AV	N/AV	100
	4	75	100	N/AV	N/AV	N/AV	100
	5	74	100	N/AV	N/AV	N/AV	100
	6	75	100	N/AV	N/AV	N/AV	100
	7	70	100	1.4	2.9	95.7	98.6
	8	54	100	N/AV	N/AV	N/AV	100
2010	3	105	98.1	6	7	87	94
	4	75	100	N/AV	N/AV	N/AV	100
	5	75	100	N/AV	N/AV	N/AV	100
	6	71	100	N/AV	N/AV	N/AV	100
	7	75	100	N/AV	N/AV	N/AV	100
	8	62	100	1.6	3.2	95.2	98.4

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